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The introduction of formal algebra is gradual and the order seems teachable. One of the best features from the standpoint of pedagogy is the handling of exponents and radicals, their relation being used to advantage.

There are, as is usually the case, some features to which exception might be taken; for example, the failure to classify the cases of factoring under as few heads as possible, the emphasis given the *vx* method of solving simultaneous equations, rather than to the method by elimination of the independent term, etc.

Among other features worthy of mention are the historical material, the sets of review examples, the placing in the appendix of topics of doubtful value in an elementary course, and the introduction of material for problems, the pupils being required to make their own questions.

Plane Trigonometry and Tables. By FLETCHER DURELL. New York: Charles E. Merrill Co. Pp. 298. $1.25.

This is an excellent trigonometry, both in subject matter and in arrangement. One of its strong features is the way in which the subject is made to appear reasonable by a clear exposition of the advantages of certain of its methods and formulas.

The tables are complete, containing tables for decimal parts of a degree as well as for minutes, and they are easy to the eye.

The methods used are, as a whole, modern and clearly set forth. The arrangement of logarithmic work is good, and the method of indicating the given and required parts of triangles is simple and effective.

In so strong a book, it seems a pity that the author should have overlooked so simple a generalization as should be used in the proof of the Law of Lines. It seems as if authors of trigonometry fix their minds so firmly on function of acute angles that they overlook the possibilities of angles of more than ninety degrees.

The Francis W. Parker School Year Book. Vol. I. By the FACULTY OF THE FRANCIS W. PARKER SCHOOL. Chicago. Pp. 140. Price 35c. Press of the Francis W. Parker School, 330 Webster Avenue, Chicago, 1912.

The faculty of the Francis W. Parker School, Chicago, has undertaken to publish, annually, a volume, entitled *The Francis W. Parker School Year Book*, consisting of a series of concrete illustrated reports of work actually done in the school.

This school is in the nature of an educational laboratory, or an experiment station in education. Being unhampered by the traditions that beset the average school, and free to experiment in any way with the content of the course of study and methods of organization and teaching, the school is endeavoring to carry out certain modern fundamental principles and aims in education—principles and aims advanced especially by Colonel Francis W. Parker, one of the pioneers in the modern educational movements in this country.

The school proposes to share, with the general educational public, the benefits of its experimentation, through the Year Book. Each volume will be devoted to some one phase of education as actually worked out in the school.

Volume I. is devoted to the *social motive in school work,* and consists of a number of reports dealing with phases of handwork, music, dramatics, etc., in which the *social motive* predominates. The reports are plentifully illustrated—thirty-six illustrations in all—and show in a concrete way how the projects or activities described are made use of in the class room. The experiences of the school are thus suggested in dealing with the great educational problems of motivation, correlation, etc., of the present day. The volume should be of immense practical value to every teacher in the country.

Work and Play With Numbers. By George Wentworth and David Eugene Smith. Boston: Ginn and Company. Pp. 144.